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ABSTRACT

To provide a profile of the organization and evaluation concerns of the state advisory councils for vocational education, a questionnaire form was sent to the 52 state advisory councils, with 37 respondents. On the average, each group had about 20 members with two elected officers and two salaried staff members. The average amount of federal funds available to the groups was $24,155 and the maximum was $76,000. Only 43.2 percent had made use of outside consultants and the majority of the research was conducted by the State Department. Four out of five of the councils had made some kind of analysis of the effectiveness of over-all state organization and administration of vocational education. A list of 33 other research projects and the number of states which had considered the study of these particular problems is included. (BC)

ED040273

STATE ADVISORY COUNCILS FOR VOCATIONAL EDUCATION:

A Brief Study of Their Organizational Structure and Evaluation Plans

A Paper Presented to

Dr. Robert M. Reese

In Partial Fulfillment

of the Requirements for Education 925.22

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By

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March 1970

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I. Acknowledgement

The participants in this study would like to express their appreciation to the many individuals who made it possible. Special appreciation goes to those states whose Executive Director or Chairman responded to the questionnaire. The participants realize the time demands placed on these individuals and greatly appreciate them taking the time to respond to the study. Thanks go to Dr. Calvin Dellefield, Executive Director, of the National Advisory Council on Vocational Education for providing us with the names of the state council officers and the sanction for undertaking this study. Also, to Dr. Floyd L. McKinney of the University of Kentucky, who is planning an extensive in-depth study of this nature, for his encouragement and assurance that there would be no conflict of interest with his proposed research.

Last, but not least, we would like to express our special thanks to Dr. Robert M. Reese, Chairman of the OSU Faculty for Vocational-Technical Education, for his splendid direction during the course of this study and to Mr. Lee Rausch and Mr. Ed Riley, fellow seminar participants, who offered valuable suggestions and criticisms concerning the survey.

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March 1970

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II. Introduction and Purpose

Relative to the role and formation of State Advisory Councils, the Vocational Education Amendments of 1968 certainly constitute landmark legislation. Never before has public participation been deemed so vital to the progress of education. Basically, the responsibilities of the State Councils are to advise, evaluate and report on their state's progress in the field of vocational-technical education. More specifically, as contained in the Amendments, the State Advisory Councils shall

> "(1) advise the State board on the development of and policy matters arising in the administration of the State plan..... including the preparation of long-range and annual program plans.....
>
> (2) evaluate vocational education programs, services and activities assisted under this title, and publish and distribute the results thereof; and
>
> (3) prepare and submit through the State board to the Commissioner and to the National Council an annual evaluation report,.....which (i) evaluates the effectiveness of vocational education programs, services and activities carried out in the year under review in meeting the program objectives set forth in the long-range program plan and the annual program plan.....and (ii) recommends such changes in such programs, services, and activities as may be warranted by the evaluations."

As can be seen, the scope of the State Councils is far reaching and comprises no easy task. In order for their influence to be productive and their evaluative functions to be accomplished, each Council must develop an amenable structure. Likewise, a systematic plan for evaluation which will identify priorities must also be established.

Due to the newness of the Councils, little is known of their operations and activities. Also, many are still in the throes of organization, and are perhaps searching for a mode of operation. Each State Council is undoubtedly questioning the direction other Councils are taking. In this respect,

it is thought that many would benefit from a descriptive status study of the organization, activities and evaluative pursuits of the State Councils. With this in mind the following study was undertaken.

III. Methodology and Analysis of Data

Realizing that a need for communication between Councils exists and that such communication would be both worthwhile and informational to the Councils themselves, as well as to those participating in the educational seminar, this brief study of the Councils and their activities to date was undertaken in the following manner:

1. The concerns experienced by the Ohio Advisory Council on Vocational Education as determined from their meeting minutes and statements made by Dr. Reese, our instructor and a member of the Ohio Council, were drawn into a list.

2. Additional resource information on the formulation and problems of the Councils was researched.

3. Topics of interest and value were categorized and developed into a survey questionnaire. This questionnaire was critiqued by fellow seminar participants.

4. A final questionnaire was drafted and placed in the mail to the head of the 52 State Advisory Councils on Vocational Education. If an executive director or secretary was named in the council directory, furnished by the National Council, the questionnaire was addressed to him. Otherwise, it was sent to the council chairman.

5. Although a majority of questionnaires was returned by the suggested deadline, a follow-up letter and duplicate questionnaire was sent to those not already responding in order that the study be as comprehensive as possible.

6. As of March 6, 1970, all data received was compiled item by item and the percentage of response calculated. In some cases a liberal interpretation of response information was made in order that the study would most accurately reflect its findings.

   Likewise some liberties were taken on generalizing on the nature of certain questions in the final analysis.

It is realized that many states are in a preliminary stage of planning at the present time and have not resolved all the issues questioned in this study. However, it is hoped that the information presented here will be beneficial to the early formulation of such groups and serve as a barometer of direction for those already in progress.

IV. Summary and Findings

Respondents

At the time of publication of this report, thirty-seven (71.2%) of the fifty-two state advisory councils had returned the completed questionnaire. It is interesting to note that 100% response was obtained from those councils which had, according to the mailing list, an Executive Director or Executive Secretary, while only 57.1% response was obtained from those addressed to the Chairman. This statement is intended in no way to reflect unfavorably upon those Chairmen who did not respond. It only points out the fact that these people are very busy men in their own right. In this regard, councils not having some salaried staff member, either full or part-time, should perhaps give some thought to this idea if they are to expect an organized and coordinated effort on the part of the council

All data and summaries which follow pertain to those states which responded. They are as follows:

1. Alabama
2. Alaska
3. Arkansas
4. California
5. Colorado
6. Delaware
7. Florida
8. Georgia
9. Hawaii
10. Illinois
11. Iowa
12. Kansas
13. Kentucky
14. Louisiana
15. Maryland
16. Michigan
17. Mississippi
18. Montana
19. Nebraska
20. New Hampshire
21. New Jersey
22. New York
23. North Carolina
24. North Dakota
25. Ohio
26. Oklahoma
27. Puerto Rico
28. South Carolina
29. South Dakota
30. Tennessee
31. Texas
32. Utah
33. Virginia
34. Washington
35. West Virginia
36. Wisconsin
37. Wyoming

Organization

It was found that the official title of the state councils varied somewhat with the most predominant (64.9%) being "State Advisory Council on (or for) Vocational Education." A lesser number (29.7%) included some form of the word "Technical" in its title, while one substituted the word "Occupational." In addition, one state had added the term "and Manpower Development and Training" to its official name, indicating the council's dual function.

On the average, each council was found to have approximately twenty members with two elected officers and two salaried staff members. The council memberships ranged from a low of nine to a high of thirty-five. All but one of the councils had elected officers with their number ranging from one to four. The predominant titles for the council officers were Chairman, Vice-Chairman and Secretary. Others mentioned, included 2nd Vice-Chairman, Treasurer, and Secretary-Treasurer. Of the 81.1% which had salaried staff members, the number ranged from one to five. Their titles were generally Executive Director (or Executive Secretary) and Secretary. In addition, some councils listed positions such as Administrative Assistant or Secretary, Research Assistant or Consultant, and Program Officer.

Only 35.1% of the councils indicated that any state department of education officials were included in their membership. Of these, the State Director of Vocational-Technical Education almost exclusively was the one included.

Only three of the councils were found to be compensating their members with any honorarium beyond actual expenses or per diem. The honorariums of these three councils ranged from $10.00 per day to $50.00 per day.

The average (median) amount of federal funds available to each council for operation during the present fiscal year was $24,155.00. Federal funds received ranged from a minimum of $24,000.00 to a maximum of $76,000.00, with only six councils receiving in excess of $40,000.00 as indicated in Figure 1. In addition, two states had supplemented their council with state funds beyond expenditures for office space and equipment.

Figure 1

FEDERAL FUNDS RECEIVED BY COUNCILS FY 1970

Amount	Number of States
24,000 - 29,999	25
30,000 - 39,999	6
40,000 - 49,999	2
50,000 - 59,999	1
60,000 - 69,999	0
70,000 - 76,000	3

Due to the manner in which question number 7 on the questionnaire was phrased, and consequently received by the respondents, it is unclear from the results as to actually who the councils "report to" at the state level. The responses, however, included the governor, the state board, the state legislature, and the state director for vocational-technical education. A large number (43.2%) of the councils, indicated they reported to no one which asserts the independence of the council and its interdependent relationship with other state agencies and officials.

Approximately one-half (51.4%) of the councils were being housed within the facilities of the State Department of Vocational-Technical Education. A majority (73.0%) of the states were found to have had a state advisory council or committee for vocational-technical education prior to the 1968 Amendments. However, the comments received would indicate that such councils

were somewhat inactive until the recent legislation.

A large percentage (75.7%) of the state boards of education were found to have responsibility for areas other than vocational-technical education. Also, 79.7% of the state boards were found to be appointed, indicating that a comparable number of state councils are appointed by the governor.

In the area of research and study, only 43.2% of the councils had made use of outside consultants. Most of the research activities were found to be performed by the State Department (51.4%), the Council Staff (48.6%), or the State Research Coordinating Unit (40.5%). Only 24.3% indicated they had made use of College and University Staff in this area.

Nearly three-fourths (73.0%) of the state councils were found to have at least one organized committee with the maximum number in any council being eight. The average number of committees for those states reporting one or more was approximately four. The single most popular committee mentioned was an Executive or Steering Committee which served to guide the council's overall operations. Nearly one-half (48.6%) of the councils responding had such a committee. The most predominant substantive committees were those concerned with:

SUBSTANTIVE COMMITTEE AREAS
(Listed in order of frequency of response)

(1) Budgeting, Financing, Funding, Resources and Legislation

(2) Programs, Operations, Services and Activities

(3) Evaluation, Planning, Research and Special Studies

(4) State Plan Evaluation, Guidelines and Recommendations

(5) Personnel, Professional Development and Teacher Training

(6) Business and Industrial Development, Industrial Skills, Employment and Manpower Needs

(7) Attitude Toward, Individual Involvement and Philosophy

(8) Public Information, Public Meetings, Public Relations, Publications and Reports

(9) State Affiliations, Structural Relationships and Institutional Relationships

(10) Ancillary Services

(11) Exemplary Programs and Projects

(12) Visitation

The manner in which new council members were informed of their state's purpose, goals and objectives in vocational-technical education included a wide assortment of methods, most of which were informal. Only 40.5% indicated that they had a published set of by-laws or rules and regulations. Approximately one-fifth (21.6%) indicated that they had developed no means for orienting new members. The methods and procedures used by those who did respond to this question are listed below.

ORIENTATION METHODS FOR NEW COUNCIL MEMBERS
(Listed in order of frequency of response)

(1) Provide copies of previous council publications, such as, annual reports, bulletins, by-laws and minutes of meetings

(2) Discussion and reports during regular council and/or committee meetings

(3) Orientation programs involving council members, state staff members, union members, employers and other involved groups

(4) Personal correspondence and contact by council members and staff

(5) Provide copies of the state plan and other state department bulletins and publications

(6) Provide copy of Vocational Education Amendments of 1968 (Public Law 90-576)

(7) Tours and visits to vocational education centers

(8) Provide copies of National Advisory Council reports and publications

(9) Provide copy of Federal Register, Volume 35, Number 4, Part 2

(10) Provide copies of position papers on vocational education such as the one by S. M. Burt

(11) Attendance at public meetings

Evaluation

The second, and final, phase of the study was concerned with identifying those areas which the advisory councils had chosen to study and evaluate. Each council was asked to respond to a suggested list of evaluative criteria indicating whether or not each had been considered. If the criterion had been considered, they were asked to indicate whether such a study had been completed, was in progress or was still in the planning stage. Most studies (382) were found to be in the planning stage. Due to the newness of the councils this was expected. A large number of studies (320) however were presently in progress. A total of sixteen studies had been completed. A detailed summary of the responses given by the thirty-seven councils to the evaluative criteria is shown on the following page. The criteria in this table are listed in rank order according to the consideration given them by the councils.

Evaluation Summary

HEADINGS: A-COMPLETED, B-IN PROGRESS, C-PLANNED, D-NOT PRESENTLY BEING CONSIDERED, E-NO RESPONSE

RANK ORDER	CRITERION FOR EVALUATION OF VOCATIONAL-TECHNICAL EDUCATION	STAGE OF EVALUATION A	B	C	D	E	A+B+C (#)	A+B+C (%)
1.	Effectiveness of over-all state organization and administration of Vocational Education.	1	17	11	1	7	29	78.4
2.	Relationship of vocational instruction to job opportunities.		14	13	2	8	27	73.0
3.	Employer's viewpoint of graduate's qualifications.	1	7	18	3	8	26	70.3
4.	Innovative programs.		11	15	3	8	26	70.3
5.	Need for new or existing programs.	1	15	10	2	9	26	70.3
6.	Amount and effectiveness of local advisory committee activity.	1	11	13	7	5	25	67.6
7.	Educational services to adult workers.		8	16	4	8	25	67.6
8.	Placement and follow-up of graduates.	1	16	8	4	8	25	67.6
9.	Statewide geographic planning.		14	11	4	8	25	67.6
10.	Flexibility of Vocational Education in meeting changing needs.		11	13	5	8	24	64.9
11.	Per pupil cost of Vocational Education.		11	13	5	8	24	64.9
12.	Public opinion of Vocational Education.	1	17	6	4	9	24	64.9
13.	Graduate's evaluation of Vocational Education.	1	8	14	5	9	23	62.2
14.	Relationship of vocational instruction to vocational goals.	1	11	11	4	10	23	62.2
15.	Appropriateness and up-to-dateness of equipment.	1	8	13	9	6	22	59.5
16.	Enrollment compared to facility capacity.	1	11	10	5	10	22	59.5
17.	Relationship of state and local financial support in relation to federal funds.	1	14	7	6	9	22	59.5
18.	Sources and preparation of vocational teachers.	1	9	12	5	10	22	59.5
19.	State's use of present resources.		12	10	6	9	22	59.5
20.	Socio-economic background of vocational students.	1	5	15	6	10	21	56.8
21.	Student reaction to Vocational Education.		10	11	7	9	21	56.8
22.	Student recruitment procedures and selection practices.		9	12	8	8	21	56.8
23.	Comparative employability of vocational and non-vocational students.		8	12	10	7	20	54.1
24.	Parent reactions to Vocational Education.	1	8	11	8	9	20	54.1
25.	Teacher competency and satisfaction.		8	12	9	8	20	54.1
26.	Employer involvement in cooperative education.		7	12	10	8	19	51.4
27.	Cost benefits of Vocational Education.	1	5	13	10	9	18	48.6
28.	Results of increased funds on enrollment or quality.		9	9	8	11	18	48.6
29.	Areas of training in public service occupations.		8	9	13	7	17	45.9
30.	Comparative attendance of vocational and non-vocational students.		5	9	16	7	14	37.8
31.	Comparative effectiveness of varying blocks of time devoted to occupational preparation.		3	11	15	8	14	37.8
32.	Comparative earning power of vocational and non-vocational graduates.	1	2	10	16	8	13	35.1
33.	Community and citizenship participation of graduates.		4	8	18	7	12	32.4
34.	Achievements in residential training centers.		4	4	22	7	8	21.6
	TOTAL	16	320	382	260	280	718	

Other evaluative criteria received:

1. Accreditation
2. Adequacy of data system for evaluation purposes.
3. Comprehensive follow-up study.
4. Curriculum revision.
5. Disadvantaged/handicapped.
6. Effectiveness of overall state structure in relating to Voc-Tech Education.
7. Extent to which state plan objectives are being met.
8. Information dissemination practices and their effect on the public.
9. Matriculation between high school and post secondary school.
10. Program availability and adequacy.

V. CONCLUSIONS AND RECOMMENDATIONS

Since this was a descriptive study, its intent was not specifically to furnish recommendations. Rather its purpose was to provide a profile of the organization and evaluation concerns of the councils. By gaining some insight into what other councils are doing, it is hoped that some ideas of local benefit will be generated. If this is accomplished then this report will have been successful.

There are, however, a few areas in which recommendations and suggestions for improvement seem to be in order.

1. As soon as funds permit, each state that has not already done so should obtain a professional staff consisting of at least an Executive Director and a Secretary. The successful direction and coordination of the vast activities for which the councils were established would seem to require it. Council Chairmen and members who have other time demands and full-time responsibilities cannot be expected to accomplish these activities alone. If these duties are assumed by the state department of vocational-technical education then the advisory aspect of the council could very likely revert to that of a "rubber stamp" authority.
2. Better methods and procedures should be developed by the councils, in conjunction with their state department staffs, for informing the council membership of their duties and responsibilities. This orientation should include a thorough briefing on the state's past, present, and planned future activities in the field of vocational-technical education.

3. Finally, it is suggested that the various councils develop a systematic plan for total evaluation, which would be concerned with all relevant criteria affecting the field of vocational-technical education. Such an approach would serve to consolidate and coordinate the accumulation of information needed in various studies. Provisions should also be made which would provide for the revision and improvement of criteria found to be deficient.

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February 5, 1970

A Vocational-Technical Education seminar group under the guidance of Dr. Robert M. Reese, Chairman of the Vocational-Technical Education Faculty at The Ohio State University, has undertaken as its project, a brief study of State Advisory Councils for Vocational Education. In particular, the study will be concerned with the organization of the Councils and their current plans for evaluating the scope, effectiveness and efficiency of their state's program of Vocational Education. As a member of Ohio's Advisory Council, Dr. Reese has mentioned that Ohio's Council is continually wondering what other states are attempting in the above areas and that a brief summary of such information should be beneficial to all concerned.

A questionnaire pertaining to the above subject has been devised by the seminar group and is enclosed for your completion and return. The questionnaire has been designed in a manner that will hopefully not consume more than 10 or 15 minutes of your time for completion. If at all possible, we would like to have the questionnaire returned no later than Monday, February 16, 1970. A self-addressed stamped envelope is enclosed for returning the questionnaire. Upon receipt of all questionnaires, a report of the findings will be published and returned to each Council which responded. This summary should be available by April 1, 1970.

The seminar participants would like to thank you in advance for your cooperation in this endeavor.

Respectfully,

Edward Fee, Ronald L. McKeever, Terry J. Puckett
ED 925.22 Seminar Participants

ln
Enclosure

STATE ADVISORY COUNCILS FOR VOCATIONAL EDUCATION
QUESTIONNAIRE

I. ORGANIZATION

1. State: _____.

2. Official council name: _____.

3. Number of official members: _____.

4. Official titles of officers: _____

_____.

5. Official titles of any salaried council staff members: _____

_____.

6. Names of organized committees: _____

_____

_____.

7. To whom (by title) does the council's executive director or chairman report to at the state level? _____.

8. Is the council housed within the facilities of the State Department of Vocational-Technical Education? ____ Yes, ____No.

9. Are any state department officials included in the council membership? ____ Yes, ____ No. If so, whom (by title): _____

_____.

10. How do you inform new council members of the purpose, objectives, and goals of vocational-technical education within your state? _____

_____

_____.

11. Does the council have a published set of by-laws or rules and regulations? ____ Yes, ____ No. (If so, please forward a copy with this questionnaire).

12. Did your state have a state advisory committee or council for vocational-technical education prior to the 1968 amendments? ____ Yes, ____ No.

13. How are the members of the State Board for Vocational-Technical Education determined? ____ Appointed, ____ Elected.

14. Does the State Board have responsibility for areas other than Vocational-Technical Education? ____ Yes, ____ No.

15. Has the council made use of outside consultants? ____ Yes, ____ No.

STATE ADVISORY COUNCILS FOR VOCATIONAL EDUCATION
QUESTIONNAIRE

I. ORGANIZATION (continued)

16. Who performs research activities for the council?

____ Council Staff
____ State Department
____ State Research Coordinating Unit
____ College and University Staff
____ Outside Consultants
____ Other (specify): _____.

17. What amount of funds are available during the present fiscal year for use by the council? _____ State, _____ Federal, _____ Total.

18. Excluding full-time council staff members, what compensation, other than per diem, do council members receive? _____.

19. Remarks or special organization features: _____

_____

_____.

II. EVALUATION

For each of the following suggested evaluative criterion for vocational-technical education, check the Stage of Evaluation which applies to your state's advisory council. Also, please list any additional criteria which your council has employed or is considering.

CRITERION FOR EVALUATION OF VOCATIONAL-TECHNICAL EDUCATION	STAGE OF EVALUATION			
	COMPLETED	IN PROGRESS	PLANNED	NOT PRESENTLY BEING CONSIDERED
1. Achievements in residential training centers.	( )	( )	( )	( )
2. Amount and effectiveness of local advisory committee activity.	( )	( )	( )	( )
3. Appropriateness and up-to-dateness of equipment.	( )	( )	( )	( )
4. Areas of training in public service occupations.	( )	( )	( )	( )
5. Community and citizenship participation of graduates.	( )	( )	( )	( )
6. Comparative attendance of vocational and non-vocational students.	( )	( )	( )	( )
7. Comparative earning power of vocational and non-vocational graduates.	( )	( )	( )	( )
8. Comparative effectiveness of varying blocks of time devoted to occupational preparation.	( )	( )	( )	( )
9. Comparative employability of vocational and non-vocational students.	( )	( )	( )	( )
10. Cost benefits of Vocational Education.	( )	( )	( )	( )
11. Educational services to adult workers.	( )	( )	( )	( )
12. Effectiveness of over-all state organization and administration of Vocational Education.	( )	( )	( )	( )
13. Employer involvement in cooperative education.	( )	( )	( )	( )
14. Employer's viewpoint of graduate's qualifications.	( )	( )	( )	( )
15. Enrollment compared to facility capacity.	( )	( )	( )	( )
16. Flexibility of Vocational Education in meeting changing needs.	( )	( )	( )	( )
17. Graduate's evaluation of Vocational Education.	( )	( )	( )	( )
18. Innovative programs.	( )	( )	( )	( )
19. Need for new or existing programs.	( )	( )	( )	( )
20. Parent reactions to Vocational Education.	( )	( )	( )	( )
21. Per pupil cost of Vocational Education.	( )	( )	( )	( )
22. Placement and follow-up of graduates.	( )	( )	( )	( )
23. Public opinion of Vocational Education.	( )	( )	( )	( )
24. Relationship of state and local financial support in relation to federal funds.	( )	( )	( )	( )
25. Relationship of vocational instruction to job opportunities.	( )	( )	( )	( )
26. Relationship of vocational instruction to vocational goals.	( )	( )	( )	( )

II. EVALUATION (continued)

For each of the following suggested evaluative criterion for vocational-technical education, check the Stage of Evaluation which applies to your state's advisory council. Also, please list any additional criteria which your council has employed or is considering.

CRITERION FOR EVALUATION OF VOCATIONAL-TECHNICAL EDUCATION	STAGE OF EVALUATION			
	COMPLETED	IN PROGRESS	PLANNED	NOT PRESENTLY BEING CONSIDERED
27. Results of increased funds on enrollment, or quality.	( )	( )	( )	( )
28. Socio-economic background of vocational students.	( )	( )	( )	( )
29. Sources and preparation of vocational teachers.	( )	( )	( )	( )
30. State's use of present resources.	( )	( )	( )	( )
31. Statewide geographic planning.	( )	( )	( )	( )
32. Student reaction to Vocational Education.	( )	( )	( )	( )
33. Student recruitment procedures and selection practices.	( )	( )	( )	( )
34. Teacher competency and satisfaction.	( )	( )	( )	( )
Other, Please List:				
35. _____	( )	( )	( )	( )
36. _____	( )	( )	( )	( )
37. _____	( )	( )	( )	( )